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ABSTRACT

This issue presents guidelines for pupil services by blending theory and practice. It reports on promising practices in pupil services disciplines in Wisconsin and stimulates professional activity in the field. Articles address guidance programs, learning disability services and self-concept through media production, and include a review of the work of Jack Canfield in the area of self-acceptance. An index to volume 16 of this publication concludes this issue. (BEF)

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GUIDELINES FOR PUPIL SERVICES

VOLUME 16, NUMBER 3 / FALL 1978

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

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Guidelines for Pupil Services

Published three times annually by the Pupil Services Section, Division for Instructional Services, Wisconsin Department of Public Instruction. *Guidelines for Pupil Services* is intended to serve as a vehicle to:

1. Blend theory and practice in reporting on promising practices in the pupil services disciplines serving Wisconsin youth.

2. Stimulate professional activity in the pupil services field.

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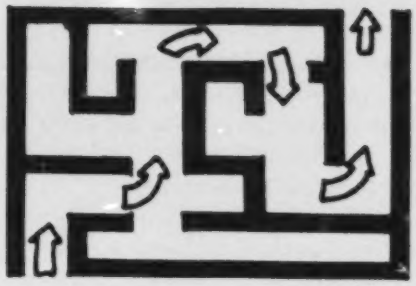


Needed for the 1980's — Programs of Counseling and Guidance

In his most enlightening article leading off this issue of *Guidelines*, Ed Herr observes, "*. . . the inescapable conclusion from the existing research base is that guidance and counseling does make a significant difference in educational achievement, in self-confidence, in knowledge of opportunities, in gaining access to employment, in reducing crime and juvenile delinquency and in facilitating racial integration.*"

Five years ago, I presented evidence in an invited appearance before a Congressional committee that, "School counselors in our nation have established themselves as essential, contributing members in the educational effort. Having school counselors and guidance programs in our schools is making a positive difference to young people, to school curriculums, and to local communities." I have also commented in recent issues of this journal about the increasing demand for more counseling and guidance in our schools to help in providing better educational opportunities for young people. But, one doesn't have to hold still for very long to hear much about what's "wrong" with counseling and guidance and with counselors and why "it ain't working very well."

Who's right? Herr and others or the critics? Why the apparent persistent criticisms? Garry Walz of the University of Michigan, speaking recently to a group of Wisconsin school district counseling and guidance leaders observed:

> With all of the talent, care, and professional caliber, why do we have all the criticism? I think it's because counseling and guidance is *not* imparting . . . We don't have *programs* — we have, in fact, a loose collection of services, not programs. We're into too many diverse things with too much variation from school to school. 'Where it's happening' is where persons have come together and designed and carried out a program created through concensus with agreed upon objectives determined by our publics with input from counselors.

I believe that Walz is right — for too long we have been trying to deliver something without agreed upon direction, goals, and professional concensus. The "we" includes counselors and their supervisors and trainers. It is this absence of structure and focus on common, selective, achieveable goals which contributes most to the criticisms which we hear — it is, perhaps, the price being paid for trying to be too much to too many and, for procrastination. As Edmund Barnette commented in a *1970 School Counselor* article:

> . . . the counseling profession finds itself without an agreed-upon structure of beliefs, objectives, practices, and roles with which to defend itself against possible extinction by those who are hostile toward its existence; nor does the profession appear to want to rally around a selective number of positions.

We are not unique in this matter in Wisconsin. It was our office's privilege to host a three day workshop last June for school counselors, supervisors and trainers from Minnesota, Illinois, Michigan, Indiana, Ohio and Wisconsin. Six issues common among the states were identified and rank-ordered. The first three were:

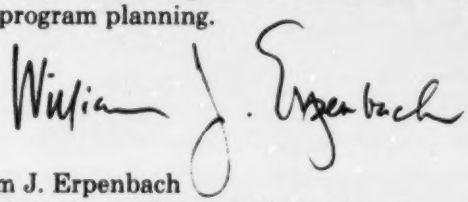
1. The guidance profession must establish appropriate (achievable, specific, delimited) program goals and establish priorities regarding needed competencies, considering current and anticipated (future) needs of students.

2. Counselors, state supervisors, counselor educators and leaders of professional guidance associations will need to cooperate in establishing professional goals, determining needed knowledge and competencies, planning and implementing valid licensing and assessment criteria and procedures and develop procedures for sustaining professional development.
3. The guidance profession must adopt goals of sufficient breadth and identify a sufficiently broad repertoire of needed competencies in order to allow counselors to develop and implement programs based upon counselor resources, student needs and local school-community resources.

There can be no doubting Walz's observation about "Where it's happening." There is a high correlation between the locus of criticisms about counseling and guidance and the absence at that point of planned, implemented, communicated, and evaluated *programs* of counseling and guidance. This appears to defy logic — after all: (a) the state's Administrative Code requires that school districts ". . . shall have on file written evidence that its guidance and counseling program is systematically planned and directed by Department certified guidance and counseling personnel."; (b) a basic program of counseling and guidance *services* is set forth in the Code; (c) competency in the organization and administration of guidance services is required of school counselors under the Certification Code; and (d) role and function statements have been promulgated by counselors' professional organizations. These factors alone should be sufficient persuasion to get us moving. Can counselor educators, counselors and supervisors afford to wait much longer to heed the calls for more and better through organized *programs* of counseling and guidance? I think not. For, as Gerald Pine wrote in a 1975 *Phi Delta Kappan* article:

> . . . perhaps no profession in education has looked at itself so candidly, studied its weaknesses so critically, and communicated its failings so publicly. What is needed at this crucial moment in the age of accountability is reasonable evidence that counseling's changes and new directions are effectively meeting the needs of students — that school counseling works — that it is an essential service [program] and not a frill.

The message for counseling and guidance in the 1980's seems quite clear — it is time to settle on selected, stated, achievable primary and secondary goals. The primary goals will be those which reflect unique local needs and which we can and need to deliver directly and for which will be willing to be held accountable. The secondary ones will be principally those we will rely on others — students, teachers, parents, administrators, community agencies and resources — for assistance in attainment and for which we will also be willing to be held accountable because they are part of an organized plan for counseling and guidance. All of this will help substantially to get our house in order so that we may receive greater support through demonstration of the importance of our profession and assurance that we are carrying it out efficiently and effectively in response to identified pupil needs. It can be accomplished without extensive, overly detailed, etc., efforts — and, in fact, should be done in a common sense approach but must involve assessment of student, faculty and community needs and must involve representation of all of the counselor's publics in goal identification and program planning.



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The Relationship of Guidance and Counseling to National Educational, Social and Occupational Priorities

Edwin L. Herr

Career guidance, vocational exploration, placement assistance, family counseling, job sampling, educational information and referral services are examples of functions, incorporated by the term guidance and counseling, which appear with increasing regularity in Federal legislation. The importance of both specific processes and comprehensive programs of guidance and counseling has been acknowledged repeatedly in diverse national thrusts to improve the circumstances of many sub-groups within the American population. While much historical evidence of this fact can be cited, suffice it to say that since the late 1950's the process of making counselors or guidance and counseling activities central aspects of legislation concerned with the identification of talented youth, the "War on Poverty," the "Great Society," the Job Corps, the Neighborhood Youth Corps, the Employment and Rehabilitation Services, Youth Opportunity Centers and Vista among others has accelerated.

Current legislative examples continue to identify the central nature of guidance and counseling in meeting changing national priorities. For example, P.L. 94-482, The Education Amendments of 1976, has identified the importance of guidance and counseling in relationship to the use of lifelong learning by adults, the integration of public and private educational funds in support of lifelong learning, and the improvement of coordination within communities to assure that lifelong learning opportunities are designed to meet projected career and occupational needs of the community. P.L. 94-482 also supports campus student aid information, including the employment of financial aid counselors, as well as guidance and counseling personnel to work with persons from disadvantaged backgrounds. Title II of P.L. 94-482 requires that no less than 20 percent of the vocational education funds available to States be used to support programs of vocational development guidance and counseling.

In many other ways, P.L. 94-482 acknowledges the pervasive need for guidance and counseling in effectively serving special populations and in using counselors to create linkages among various school and community populations. As such, guidance and counseling are seen as integral both to the continuing development of each person and as major aspects of the reformation of social services. P.L. 94-482 advocates the provision of guidance programs for bilingual persons, correctional populations, disadvantaged persons, out-of-school adults and persons living in rural areas. In addition to helping such persons locate and enter appropriate educational opportunities, find and hold jobs, and progress through their careers, special attention is given to the major role of guidance and counseling personnel in dealing with the problems of sex bias and sex stereotyping in education and in careers. Further, this legislation points out the major role of guidance programs as a link between the classroom, the workplace and other community sectors; in matching community resources, health services, and employment opportunities to disadvantaged student needs; in providing outreach to fund persons who can benefit from continuing education or training; and, in analyzing career trends and providing information services in communities, schools or in higher education settings. The law also recognizes the importance of leadership from the U.S. Office of Education and the need to achieve better coordination in the delivery of counseling and guidance programs.

P.L. 94-482 is an excellent example of the wide-ranging impact which guidance and counseling programs are seen as having on diverse educational, social, and occupational problems. Many other current pieces of legislation offer the

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same expectation. For example, P.L. 93-380, The Elementary and Secondary Education Act (ESEA), addresses the importance of assessment in identifying handicapped and non-handicapped students needs as well as methods of responding to the career development needs of students. ESEA also strongly endorses career education programs, of which career guidance is a major component, and placement. In Title IV of this legislation, guidance and counseling programs are identified as appropriate beneficiaries of direct funding support and as the focus of exemplary programs and projects.

The recently enacted federal Career Education legislation combines separate versions introduced in the House and in the Senate and requires comprehensive career guidance, career awareness/exploration, counseling, placement and follow-up as integral elements of career education programs. The Education for All Handicapped Children Act of 1975 (P.L. 94-142) requires local educational agencies to be concerned about each handicapped child's present level of educational performance, academic achievement, prevocational and vocational skills and to map Individual Educational Plans by which skills in these domains can be acquired, areas to which guidance and counseling can make significant contributions.

It is important to note that guidance and counseling are major elements of the Rehabilitation Act Amendments of 1974 and of the Veterans Education and Employment Assistance Act of 1976. In addition, they are major aspects of legislation promulgated for implementation by the Department of Labor. Of particular interest are P.L. 93-203, The Comprehensive Employment and Training Act, and P.L. 95-93, The Youth Employment and Demonstration Act of 1977. Both of these pieces of legislation support the importance of career guidance, career counseling for the unemployed, and placement activities; P.L. 95-93 specifically supports career awareness/exploration programs as well.

In terms of pending federal legislation which has specific guidance and counseling components, one can include such examples as H.R. (U.S. House of Representatives) 1118, Guidance and Counseling for the Elderly; S. (U.S. Senate) 50, Full Employment and Balanced Growth Act of 1977; S. 170, Comprehensive Youth Employment Act of 1977; S. 418, Displaced Homemakers Act; and S. 1, Employment Resource Act of 1977. It is not possible to forecast how many of these pieces of legislation will become law. Some undoubtedly will; others will not. In any case, it is clear that guidance and counseling will continue as major social processes to deal with Federal educational, manpower and human development priorities.

Given the above context, it is appropriate to explore such questions as: "Why do guidance and counseling continue to hold such prominence as instruments of individual assistance and change?" "Why do guidance and counseling personnel appear so frequently as links or coordinators among schools, families, workplaces, and other community sectors?" Answers to these questions would seem to lie both in philosophical perspectives and in demonstrated effects. We must not ignore, however, this intensive interest on the part of the U.S. Congress in counseling and guidance. It is this interest and support which holds great potential for the advancement of the profession.

Philosophical Perspectives

One of the philosophical appeals which guidance and counseling undoubtedly holds for the framers of federal legislation is a continuing commitment to individual rights. Since the beginning of the twentieth century, when guidance and counseling received their major stimuli in this country, these services have been associated with human reclamation, equal opportunity, and meeting the diverse human needs found in a pluralistic society. As rapid social and occupational change has occurred and new power distributions have arisen among families, schools, and other social institutions during this century, guidance and counseling processes have also evolved as attempts to personalize mass education, to stimulate purposeful action in students, to help youth and adults identify and access choices before them, and to deal with the discontinuities or crises facing them.

Guidance and counseling in many countries are little more than selection and classification processes devised to separate citizens into areas which serve the national interest. Guidance and counseling in the United States derives from a different cultural tradition. Here the emphasis is primarily upon the individual's capability to direct him or herself in the light of social and moral values within a belief system that opportunity

exists, that challenge confronts him or her, that personal effort will have personal meaning. A major, if implicit, premise in the American society is that each individual has a moral obligation to develop his or her potentiality, to become the best of their possible selves.

Guidance and counseling rest upon a set of assumptions which are highly consonant with the values of a democratic society. Examples of such assumptions are the following:

1. The strength of the Nation rests, in part, upon natural differences in individual talents and upon the freedom of each individual to develop and express these talents in a unique way.
2. A major goal for individual action is the ability to engage in free and informed choice. This preservation of the individual's integrity disavows any type of prescriptive guidance which commits the individual to particular directions but recognizes that free and informed choice is comprised of knowledge, attitudes and skills which can provide the individual an evaluative base of self and environmental information from which to choose.
3. Individual development is a complex blend of hereditary and environmental factors, including those psychological, sociological, educational, political, economic and physical in nature. To assume one of these to be pre-eminent without taking the other factors into consideration is to risk a very narrow view of human development.
4. Persons who are able to find commitment and purposefulness in life are less likely to be alienated and uncaring and more likely to be productive, caring, valuing, and able to cope with change.
5. Due to the complexity of organizational arrangements to provide for production and the provision of services in America, most persons become dependent upon and must understand formal organizational involvement as a means of demonstrating their achievement.
6. Every individual should be given the opportunity to obtain training at the maximum of his or her capacity; society must provide education and training to persons at all levels of abilities and skills, not only to a few selected leaders; all persons should be given an opportunity to have full knowledge concerning personal capacities and potentialities and to decide the extent to which these will be utilized.
7. Individual development can best be facilitated by programs or processes that become available in the early years and continue to be available throughout the life of the person.

The final assumption on which guidance and counseling is based is that the previous assumptions are more likely to be valid or to occur if systematic programs and processes are put in place to facilitate them. Pressing the point further, the existence of guidance and counseling argues that in a complex society such as the United States, individual rights and the development of full potentiality do not occur randomly. Most persons need information, support, and other forms of guidance and counseling to become their best selves, to know what possibilities exist for them, to be planful. In short, talent must be cultivated; freedom and responsibility must be nurtured. Personal realities need to be considered and understood. Such goals are most likely to occur when a systematic guidance and counseling program is established to facilitate such purposes.

Demonstrated Effects of Guidance and Counseling

If the philosophical appeal of guidance and counseling in a democratic society is high, do the demonstrated outcomes of such processes merit the same appeal? In a period of national concern for accountability, what kinds of outcomes do guidance and counseling yield? Who is helped and in what ways? Can it be shown that persons who experience guidance and counseling get along any better in subsequent years than those who do not?

While it is appropriate to recognize that the research about guidance and counseling effects is not as fully comprehensive nor as unequivocal as would be desired, the large research base which does exist shows very positive effects for guidance and counseling across population types and settings. This is true both for long term and for short-term gains on a great number of different

criteria. It is not possible because of space limitations in this paper to fully reflect either the magnitude of the available research base or all of the guidance and counseling effects that have been documented. Nevertheless, major effects related to certain national educational priorities can be noted.

Long term gains. One of the classic longitudinal studies of guidance and counseling took place in four Wisconsin high schools. Students were followed for 2½-years, 5-years and 10-years after high school. Students in the subject schools were divided into experimental and control groups. The experimental group was provided with extensive counseling and guidance services and special attempts were made to involve them in these services as frequently as possible. The control group was not denied the services, but no special attempt was made to involve them. As a function of follow-up studies at different intervals following high school graduation, it was found that experimental students exceeded the controls on many relevant variables. Among other differences, the experimental students had better academic records, both in high school and after; they had made more realistic and more consistent vocational choices and were more likely to stick with their first choice; they had made more progress in their employment; they were more likely to have entered college and to have graduated; and, they were more satisfied with their lives.

In another classic longitudinal study of guidance and counseling effects, two groups of students enrolled at the University of Minnesota (during the period of 1933 to 1940) were studied and reported on 25 years later in 1965. At that time, 761 of the original 768 subjects were located. It was found that the group receiving guidance and counseling had originally earned significantly better grades and were judged to be better adjusted than the group which did not receive guidance and counseling. After 25 years the differences between the two groups were less clear-cut than while they were in college but the guidance and counseling group still reported higher incomes and were judged to have contributed more to society than the group which had not received guidance and counseling.

Other longitudinal research has shown, for example, that career adjustment at age 25 is related to awareness of choices to be made, information and planning bearing on choices, possessing and being able to use occupational, psychological, educational and economic information by students while in the secondary schools, all of which are areas found to be positively related to guidance and counseling.

Short-term gains. Because of the expense, logistical problems and complexity of longitudinal studies dealing with guidance and counseling effects, the majority of available research is based upon outcomes derived immediately after or within a one- or two-year period following guidance and counseling. Summaries of research dealing with national educational priority areas will be considered below.

SCHOOL ACHIEVEMENT

- In general, experimental studies report significant differences in academic achievement and in realistic choice of courses of study in favor of groups exposed to guidance and counseling as compared with those not so exposed. These findings are typically true in both secondary schools and in college.
- Either group or individual counseling extending over a reasonable amount of time, helps students whose ability is adequate or better to improve their scholastic performance if they choose to participate in it. Pertinent research typically indicates that better results are obtained if guidance and counseling focuses on the causes of underachievement and what can be done to correct them than if a more general approach is taken.
- Community college students who have participated in a career planning class have been found to complete both their first quarter and one full academic year at a substantially higher academic level than do students in a control group.
- Many children fail to achieve their potential in school because of interference from emotional or social problems. In Philadelphia, a counseling services project has been established to provide remedial and preventive services as needed by Title I eligible children in participating schools. Counselor teams work closely with teachers, principals, and parents in providing psychodiagnostic and counseling services. They share mental health principles and

practices (e.g., classroom management, child development) with teachers and parents to enhance the positive development of the children. Counselors also provide crisis intervention services as needed. Results have been as follows: teachers rated the services as "good" or "excellent;" of 378 parents who responded to a questionnaire, 90% said that the counselors had helped their children; 81% of the 54 pupils who completed an individualized learning therapy program gained at least one instructional level.

- New York City instituted an Auxiliary Services Program which combined counseling, remedial math and remedial reading, as well as high school equivalency study, for Title I students who were two or more years below grade level. Students participating in these remedial programs showed statistically significant achievement growth.

STUDENT DECISION-MAKING

- Guidance and counseling processes do help students to become competent decision makers, to select high school courses, and make high school plans more commensurate with their abilities than students who are not exposed to such processes.
- Guidance and counseling processes can help students sharpen and/or commit themselves on the basis of personal values.
- High school students exposed to model-reinforcement and reinforcement counseling participate more intensely in external information-seeking behavior than control students.
- A process for decision-making can be taught to junior high school students within a guidance and counseling setting employing the counselor as a model to help students become competent decision-makers; directed learning of decision-making is more effective than nondirected practice (no specific attention to the particular considerations inherent in decision-making); directed learning appears to aid transfer of decision-making skills to real-life circumstances outside the guidance and counseling setting.
- Through group problem-solving methods in a guidance and counseling context, students can be helped to understand the relationship between educational and vocational development, clarify goals, and acquire skill in identifying and utilizing relevant information for their decision-making needs.
- In one national sample, making career plans was by far the major area of need indicated by eleventh graders from a list of needs including improving study, reading, or math skills, choosing courses, discussing personal concerns, or obtaining money to continue education after high school. Approximately half of the eleventh graders and slightly more eighth graders stated that they had received little or no help with career planning from their school.
- In another national sample, 76% of students, 81% of the parents, 95% of principals, and 90% of the teachers ranked "aid in choosing an occupation" first as the guidance service which should be provided; learning about the world of work and study habits counseling were least frequently checked available and most frequently checked as needed by students.
- Men and women students with identifiable educational goals—reasons which are related to why they are doing what they are doing—seem consistently to be better prepared for college than students who have no such reasons for being in college; the importance of desiring what one has chosen rather than being at the whim of others without any personal investment in the choice is a factor in academic success in college and is consistently aided by guidance and counseling programs.

CAREER EDUCATION/CAREER DEVELOPMENT

- Women college students exposed to a systematic career guidance class dealing with such topics as values clarification, decision-making, job satisfaction, sources of occupational information, workpower projections and career planning are found to have greater gains on self-knowledge and the relation of self-knowledge to occupations, and engage in a greater number of career

planning activities than do students exposed only to individual counseling or to no treatment.

- Experimental/control studies of the effects of short-term counseling (three sessions) with tenth grade students have found such counseling to facilitate the career maturity of these students with regard to such emphases as orientation to decision-making, planfulness, independence of choice.
- Freshmen university students exposed to an eight week experience in which they learn about themselves and the world of work for the first four weeks and then receive and analyze test information for four weeks have been found to make rapid progress on level of decision-making, personal clarification of goals and values clarification.
- Both individual and group counseling have been found to assist university students with self-understanding, clarification of interests and life goals and decision-making.
- Guidance and counseling films (e.g., Careers in the 70's) have been found to affect high school students' attitudes positively, to motivate them to seek additional information, and to make career choices. These outcomes were significantly stronger when the films were an integral part of a planned program.
- Computer-based career guidance systems using experimental and control groups of students have shown that high school student users of such systems make larger gains than those who do not on such characteristics as degree of planfulness, knowledge and use of resources for career exploration, awareness of career options open to them and the costs and risks associated with these options.
- The use of simulated occupational experiences within guidance and counseling programs has been found to have a positive impact on student occupational knowledge among junior high school students.
- In one liberal arts college, a career planning program was established offering small group experiences for women over eight consecutive two hour sessions. After six months, follow-up surveys were conducted. It was found that a good understanding of self and career options was expressed by 81% of the respondents, compared to a rate of 3% prior to the program. Before completing the program, 9% reported feeling capable of setting short-term and long range goals. After completing the seminars, 88% reported feeling capable in these areas.

CRIME AND JUVENILE DELINQUENCY

- Male (N=321) and female (N=23) offenders enrolled in adult basic education, general educational development and vocational courses in eight Pennsylvania correctional institutions concluded that a lack of sufficient counseling services was a problem. They ranked career counseling as number one among seven needed services.
- In a Baltimore project providing counseling and support service, including youth advocates—non-delinquent youth people matched to them in age and background—to pre-delinquent and potentially delinquent children, it was found that in comparison to a control group, those exposed to this program had a lower rate of recidivism for truancy, runaway and ungovernability.
- The Community Treatment Project of the California Youth Authority reported that 15 months after returning to the community, participants in a counseling and training program had a 28% recidivism rate, as compared to a 52% failure rate among controls.
- Chicago public schools have implemented dropout prevention programs in five high schools intended to prevent, control and eliminate delinquent behavior through counseling, educational assistances, vocational training and placement, and recreational activities. The success of the program is reflected in a decline in the number of students actually dropping out of school or displaying delinquent behavior. Results of attitudinal tests and field notes on observations of students, parents, and staff reflect an increase in interest in and more positive attitudes toward school. Police

records show a reduction in juvenile offenses and arrests. Counseling and discipline records reflect a decrease in violations of school rules. A reduction in the recidivism rate of dropout program participants who were returnees from correctional institutions was also observed.

- In Dallas, Texas, fourteen civilian counselors serve as a diversion unit for arrested juveniles ages 10 to 16. In addition to individual counseling, the delinquents also are exposed to a systematic counselor conducted program emphasizing the development of interpersonal, physical, emotional and intellectual skill development which they can apply to home, school and community problem areas. Parents also receive the skill training. The standing arrest recidivism rate for young offenders in Dallas was 54%. In 1974, the recidivism rate for youths completing the counseling unit (N=264) was 2.7%. A control group of 196 youths showed a 36.1% recidivism rate for the same time period.
- In the Rio Grande Youth Care Center, New Mexico, which provides counseling and services to delinquent youth, 80% of whom are Chicano, the recidivism rate across a wide range of offenses has been lowered to about 14%.

DISADVANTAGED YOUTH AND ADULTS

- Disadvantaged youth and adults are found to respond well to counselors who seek to intervene on their behalf and to help them be admitted to a training program or find a job.
- Guidance and counseling has been found to be most effective when linked to a direct service such as job placement. In fact, in some research it has been found that until the economic situation of these youth is improved as a first priority, it is not possible to help them with other areas of concern.
- The Real Experience for Alternatives in Living Program employed three components in an attempt to alter positively the lives of inner-city male youths and to provide indigencies role models within a day care setting to school-age children enrolled therein. Results were that the program was beneficial to both youth and children and that the program expanded the life chances of all of the participants. However, both youth and children agreed on the need for increased counseling in the program.
- In San Francisco, parent counseling, group meetings, individualized infant stimulation programs and other services are provided to adolescent mothers and their infants. The mothers have to agree to complete a high school or vocational program. For a total group of mothers, 60-70% of those who had been in the program for 12 months or more graduated or were expected to graduate from high school. College study was pursued by 59% of those graduating from high school. Psychological inventories showed the mothers to have confidence in their maternal role.
- Studies of adolescents and young adults in rural areas showed that self-awareness activities, job seeking skills activities, and peer interaction through group sessions, counseling, career materials displays, testing and information meetings cause observable positive changes in most of the participants.
- In a follow-up of former disadvantaged adult students of the Urban Educational Center of Rhode Island College, the students' responses to the value of several educational variables were correlated with the students' improvements as measured against a pretest. When compared with the number and nature of courses completed and instructional aproach, it was found that counseling had the greatest importance. More specifically, of those who did not receive counseling, 57% had an increase in salary; of those who received counseling, 83% had salary increases. In addition, job satisfaction increased in 44% of those who received counseling, as compared to 17% of those who did not receive counseling.

MENTALLY RETARDED YOUTH AND ADULTS

- In Maryland, a modeling and reinforcement counseling approach (experimental) and a control approach was used with 56

educable retarded youngsters ages 16 to 18. The experimental group had significantly more knowledge of how to go about getting a job and significantly more action taken with the intention of finding a job than was true of the control approach.

- The Dundalk Community College in Maryland provided a 15 week program of guidance, counseling, testing and training in basic job skills for physically handicapped, emotionally disturbed, or mentally retarded unemployed adults. Of participating students, 73% were subsequently employed or entered into further career training programs.

RACIAL INTEGRATION IN EDUCATION

- In attempting to resolve student-student and student-teacher conflicts, to improve interracial attitudes, and to act as liaisons between the schools and neighborhoods from which schools students were bused, Minneapolis employed 86 desegregation counselor aides in 39 desegrated schools. The Aides' roles varied from school to school but their duties included conducting personal counseling, resolving interpersonal conflicts, coordinating classes which try to improve students' human relations skills and their understanding of different racial/ethnic groups, and riding on the desegregation buses. When the Aides' total contribution to the prevention or reduction of racial prejudice in their school was evaluated, a majority of elementary and secondary supervisors rated the Aides' contribution as at least "great." Among the 55% of junior high school students sampled who reported meeting and talking with the counselor Aides, nearly three-fourths rated the Aides overall helpfulness as "helpful" or "very helpful."
- In the laboratory school of the University of Northern Iowa, cross-cultural group counseling was employed to approach problems of an interracial nature and to promote more understanding and openness between students from different comunities and cultural backgrounds. These groups took the initiative in developing a number of school projects and extra curricular multi-racial activities. Research findings were that students and faculty felt that there was a more relaxed atmosphere throughout the school.
- In several studies of intergroup relations and school desegregation, the use of small face-to-face discussion groups led by experienced training group leaders (counselors) were found to assist school personnel in exploring their own attitudes, values and feelings in regard to ethnic differences. In addition, human relations and communication skills were found to be useful for student teachers, teachers, and Black and white students.

SELF-CONCEPT AND MENTAL HEALTH

- Studies show that persons exposed to guidance and counseling tend to organize their concepts about themselves in a more coherent way leading to harmony between "ideal" and "real" self-concepts.
- Behavioral and other forms of guidance and counseling have been found to have positive effects upon moderately severe neuroses and personality disorders, in reducing anxiety, in mediating psychosomatic disorders, and in alleviating phobic responses.
- In some cases disadvantaged youth have been found to gain confidence when counselors were able to break their problems down so that they could master one at a time.
- Adolescent Black males who have been assisted to decide upon vocational objectives have been found to have more positive self-concepts and also higher ideal selves than those who do not have vocational objectives.
- Shop achievement in school has been found to be related to the degree of congruence between the self-concept and the occupational concept of the subject matter. Other research has shown that self-understanding relates to occupational choice and to high school achievement and that these relationships increase from ninth to twelfth grades; additional research has

shown that the degree of personal self-esteem serves as a mode ator variable in terms of the kinds of vocational choices people make. Many studies have shown the positive effects of guidance and counseling upon the formulation of individual self-concept.

- In one Chicago school district, a counseling program was designed to improve the self-esteem of students in hopes that it would reduce the number of school dropouts which previously had been shown to average 9.2% in the secondary school. Actually, the specific dropout rates in 1973-74 for the three high schools involved, which served Black residents of an inner city Chicago housing development, was 16.6%, 13.8%, 9.1%. It was found that as a result of the individual and group counseling in the program there was a significant reduction in the dropout rate. Because of the success of the secondary school program, a similar but modified counseling approach was instituted in the elementary schools. Among the results were a mean improvement in excess of 10 days per semester in attendance which represented a minimum increase of 4,350 instructional hours for the students involved; 77.4% of pupils improved on a measure of pupil conduct and social adjustment; there was a significant increase in general achievement and in reading among the students involved in the program.

WORK ADJUSTMENT

- Behavior rehearsal (a guidance and counseling process) has been found to be significantly more effective in resolving specific work-related social and interpersonal problems than direct advice.
- For disadvantaged persons, guidance and counseling has been found to be more important after the person received a job than guidance and counseling undertaken prior to the person's beginning to work.
- Employees whose morale or attitude toward work is poor, who are dissatisfied, tend to be absent more frequently, have higher accident rates or quit work more regularly. Other data tend to suggest that the dissatisfied worker uses low productivity as a form of aggression or reprisal against management. These findings suggest that work adjustment is essentially a psychological process — which goes beyond the acquisition of occupational task specific skills — by which the individual interacts with and comes to terms with the work environment. Guidance and counseling processes have been found to help the worker in sorting out available work choices, in considering personal commitments to work, and in developing ways of deriving feelings of psychological competence in the work place.
- When group therapy has been provided to families of rehabilitation clients undergoing training or work placement, it has been found that the experimental group (those whose families receive the counseling), at the end of one year, had better grades, was more advanced in school and training, had fewer job changes, and was given higher ratings by employers than the control group.
- The self-image of the unemployed person toward him/herself and toward work has been found to be a crucial factor in job placement. One program in Missouri which devoted forty weeks of intensive training to changing self-defeating attitudes into self-confidence as well as having the participants rehearse simulated job interviews resulted in 84.9% of the participants obtaining employment. Another related program concentrated on teaching unemployed persons (many of whom had been unemployed for 3 to 10 years) self-placement techniques which could facilitate their search for employment. Clients increased skills in writing application letters, preparing resumes, participating in simulated interviews, and assessing past experience. Employment was obtained by 80% of the participants.

Summary

The research results noted here are but brief examples of the actual impact guidance and counseling processes and programs have been found to have in different problem areas and in different settings. While there are findings which

are equivocal or which show little difference in favor of guidance and counseling on some criterion, in most of these instances the research design and measurement methodology are found to be suspect. Even so, *the inescapable conclusion from the existing research base is that guidance and counseling does make a significant difference in educational achievement, in self-confidence, in knowledge of opportunities, in gaining access to employment, in reducing crime and juvenile delinquency and in facilitating racial integration.* Several national studies have shown quite clearly that guidance and counseling continue to be cited as a need or a demand by populations served by correctional institutions, schools and colleges, and diverse community agencies.

On the basis of the above summary observations as well as the philosophical and empirical perspectives comprising this paper, it seems eminently fair to suggest that the attainment of national educational objectives is unlikely without the increased availability of high quality programs of guidance and counseling. Indeed, it is apparent that most national educational objectives are either completely comprised of the types of knowledge (e.g., self and career awareness), attitudes (e.g., personal commitment to work and educational values) and skill (e.g., decision-making) which guidance and counseling processes clearly facilitate or such knowledge, attitudes, and skills are the mediators of other behaviors (e.g., educational achievement, work adjustment). Therefore, guidance and counseling processes and the practitioners of these processes must be more clearly seen within national education policy and administrative structures for what they are: major social instruments capable of improving the quality of life for many persons, stimulating life-long learning, facilitating human development, and rehabilitating those on the margin of American educational and occupational opportunities.

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Human Growth and Development Program Receives Legislative Support

The budget review bill, AB1220, signed into law in July appropriated funds for the purpose of developing and/or improving programs in human growth and development. These appropriations came about as a legislative compromise concerning the question of public funding of abortions in Wisconsin.

Specifically, monies are available to the Cooperative Educational Service Agencies (CESA) to assist those districts who wish to participate in human growth and development programs. It is important to note that participation in the program is voluntary at the CESA level, at the district level, and at the individual student level. The Department of Public Instruction believes that the decision as to whether or not an instructional program in human growth and development is to be carried on by the schools is a matter for determination at the district level by the local school board.

The CESA's are presently assessing the current status of programs in the participating districts. Staff members have the opportunity to evaluate the present programs and to indicate their needs. How human growth and development is taught may be more important than what is taught. Staff need to be able to relate well to their students creating not only the initial rapport but a continuing warm relationship with their students. The monies allocated to the CESA's can be used for upgrading the skills and attitudes of the staff. Workshops, visitations and in-service are presently being planned.

The approach for implementing a human growth and development program may vary in each participating school district. However, it is vital for parents to be involved if the school is to support and supplement the home. Local parent committees are being encouraged to join the staff in planning for such programs.

Those interested in additional information may wish to review the Department's position paper, *Family Life Education, 1976* and the recent policy paper on *Human Growth and Development, May 1978*. Copies may be received from the Human Growth and Development Office.

Elementary School Developmental Guidance: A Curriculum for Every Child

Ron Stark and **Peggy Crager**

In April 1977 the Menasha School System received a grant under Part C, Title IV of the Elementary and Secondary Education Act (P.L. 93-380, the Education Amendments of 1974) to pilot an elementary school developmental guidance program for 1977-78. Designed in cooperation with the Wisconsin Department of Public Instruction (WDPI), the thrust of the program was to create guidance activities geared to meet the developmental needs of every child in a pilot school. A guidance curriculum was prepared that would give a systematic and sequential approach to guidance in grades K-5.

The conceptual framework of the program was based mainly on two American Guidance Service publications: *Developing Understanding of Self and Others* (DUSO) and *Toward Affective Development* (TAD). Some of the major themes dealt with in the guidance curriculum guides include understanding self, others, feelings, independence, goals, self-identity, friendships, self-reliance, competence, decision-making, self-image, values, inter-personal relationships, inter-social relationships, and the world of work. The children become involved in activities and exercises which, based on these themes, provide time and opportunity for the students to think about their experiences *as related to themselves.* The project's purpose was to meet pupils' needs to have time, as part of the regular school day, to reflect upon their total experience and to see themselves as developing human beings. This article has been prepared to report on this unique project.

Developmental In Nature

The project had a developmental or preventive philosophical base, the assumption being that people need to develop certain skills at certain periods of their lives if they are going to be able to experience success and fulfillment. If a person is unable to develop certain relational skills at a given time or period of life, he/she will not experience the success which leads to happiness and success with subsequent tasks. Instead he/she will experience failure which leads to unhappiness and disapproval.

Processing Skills Needed

Another assumption of the elementary school developmental guidance program is that processing is more important than knowing facts and data. The student needs to develop relationship skills to make sense out of life experiences. The student needs the time and opportunity to (a) reflect on the significance of experiences and how they relate to his/her total experience; (b) express feelings and thoughts; (c) listen while others express feelings and thoughts; and (d) integrate experiences and to make sense out of his/her world. This guidance program — Elementary School Developmental Guidance: A Curriculum for Every Child — provides the time and framework in which this can be done.

Many of the participating teachers now believe that processing skills are as important or more important than the facts and information of course material. They have observed their students dealing with social and personal situations in a healthy way. Students are now better understanding their feelings and behaviors because they are given an opportunity to talk and think through their feelings and ideas.

Mr. Stark is Director of Guidance Services and **Ms. Crager** is School Counselor, Gegan Elementary Schools, both in the Menasha, Wisconsin Public Schools.

Ownership of Responsibility

Who is responsible for developmental guidance in the school? The entire staff must claim ownership of this responsibility. In the Elementary School Developmental Guidance Program, the teacher is the key person providing experiences and activities necessary to develop the processing skills in students. Most of the guidance activities take place in the classroom.

Many teachers have never ignored the guidance and processing that their students need. But, all teachers need assistance from time to time. Teachers have been left to their own resources to foster emotional growth and develop good human relations. Understandably, they sometimes flounder, responding to crisis after crisis rather than directing the good interpersonal relationship that creates the climate for growth and learning. The elementary school developmental guidance curriculum guides developed in this project give the teachers some of the support he/she needs to offer children a forum for discovering and identifying feelings, understanding themselves, and why they behave as they do. Other support comes from the elementary school counselor acting as co-planner, co-leader, consultant, demonstrator of new activities and ideas.

The Fusion Concept

The elementary school developmental guidance program is not created to be a separate instructional unit. The activities in the guidance curriculum guides were written with the idea of fusing them into other school curricula. Our philosophy has been that guidance is not to be looked at as something done only at a certain time. Guidance should permeate all subject areas. The guidance program should assist the teacher in dealing and relating with the whole child at any time during the school day.

Getting teachers to adopt the fusion concept was a real challenge. Many teachers like to block things off and separate out rather than fuse together. It took a great deal of planning, time, and energy to fuse the guidance activities with other subject areas. At the end of the program, most staff members agreed that fusion was the way to develop the guidance program. The fusion idea eased their concern about the sufficiency of available time and they realized that the guidance curriculum was not another thing to teach.

Dealing With The Whole Person

This guidance program is meant to assist the teacher in dealing with the child as a whole person. The child brings total experiences, attitudes, emotions, likes and dislikes, and memories to school. Everything that happens in the classroom or on the playground affects the child's whole being and not intellect alone. No part of their experience is without emotional time. The child feels, and these feelings span all curricula. Success in mathematics, for example, depends on the child's feelings about his/herself, teachers, and classmates. It depends as much on these as on the child's intellectual capacity or competence of the teacher or teaching methodology.

In-Service Philosophy

Our inservice efforts for this project were based on the premise that we can only give and share with our students what we are as persons. Each person, each teacher, has something special to share with students. The elementary school developmental guidance program provides an opportunity for teachers to relate more humanely with students and in turn to grow as human beings. The more teachers involve themselves in guidance activities the more they come to understand themselves and others. We operated from the premise that the project has the potential to assist teachers in becoming more human and professional. It could help teachers find real significance in their profession. In-service activities were designed to provide stimulation in helping teachers become more in touch with themselves as persons and as teachers.

In-Service Implementation

An important aspect of starting an elementary school guidance and counseling program is the in-service training of staff. A total of four in-service programs were held throughout the year as a part of our project.

First in-service. The first in-service was held in late August, just before school was to begin. At this in-service, DUSO, TAD, Magic Circle, and other materials were introduced and previewed by the staff. The philosophy of the program and the elementary school counselor's role in the project were explained. Students were asked to be participants in order to make the demonstration of materials more beneficial and effective for teachers.

This was also the first contact the elementary school counselor had with the staff. At this time the counselor was introduced and gave personal ideas of role and function and philosophy of guidance. The counselor also began to work with staff members on scheduling classroom planning times with them.

In explaining the role and function of the counselor to the staff, it was pointed out that an elementary school counselor is not to be thought of as a "specialist" but rather as part of a total team effort. The counselor and teacher should work together as teammates. Teachers were asked to do the DUSO or TAD lessons with their respective classes. The counselor would then come in to work with the teacher as a team to present the follow-up guidance activities. This has worked out very well.

At the initial in-service activity, it was also explained that the school counselor would serve as a facilitator of the project. This meant the counselor would work with teachers in planning lessons, becoming acquainted with materials and curriculum, and working with teachers as a team in presenting classroom lessons and activities. The counselor would also serve as a liaison between teachers, administrators, and the school system's guidance director.

By presenting these ideas as to how the counselor would function, it was hoped that the idea of counseling as a crisis-oriented service would change or be avoided and be understood as one of a preventive nature. It was explained that the counselor was not there to deal with crises as they arose but rather to work with students and teachers in the guidance curriculum as a preventive and developmental approach.

From September to November, the program seemed to run very smoothly. The school counselor was trying to function as a facilitator and preventive counselor but it was difficult to obtain feedback from teachers as to the effectiveness of these approaches. An evaluation was sent out to teachers by the school counselor concerning her role and function up to this point of the project's implementation.

Second in-service. The results of this evaluation indicated a confusion as to the role and function of a counselor. Because of this, another in-service was planned for late November. The agenda at this in-service included a paper-and-pencil task of writing positive and negative comments on colored paper, a film on developmental guidance, and discussion of the role and function of the school counselor to help clarify confusion. Suggestions were solicited from teachers prior to the in-service as to what they would like to see included.

Numerous negative concerns surfaced at the meeting. Teachers were beginning to give their opinions and show their "soul feelings." The discussion helped to clear the air and led to better understanding of the counselor's working within a developmental or preventive approach to guidance rather than a crisis-oriented one. After this in-service, the positive and negative comments were typed up and distributed to the teachers.

The counselor then took the negative concerns, developed an evaluation form from them, and asked which negative concerns belonged to each teacher. She felt at this time that it was difficult to deal with the concerns if unaware of which individuals they were a concern to. These forms were distributed to teachers and returned by almost everyone.

From these forms the counselor was able to concentrate and work with the concerns that were bothering individual teachers (e.g., more counselor initiation of ideas, time commitments to the program, planning time, more small groups and individual counseling).

These evaluation efforts helped the counselor function more effectively because she was able to better deal with the problems and concerns of individual teachers directly and get the program running smoothly. After the second in-service and evaluation of concerns, the program and

school counselor-teacher relationships were much improved.

Third in-service. The third in-service focused on helping teachers become more aware of their feelings. The movie, "Cipher in the Snow," was shown; it was helpful in provoking teachers thoughts and feelings in relationship to their profession and their students.

Because numerous negative concerns had been dealt with at the previous in-service, many teachers voiced an opinion that the positive aspects of the guidance program had been overlooked. An exercise was then created in which teachers listed as many positive aspects as they could. A discussion of these followed. Examples of positive comments include "shy children talking more in activities now than at the beginning of the year," "having time to really talk with children about important things," "role-playing activities being fun and productive," "children learning to discuss issues," "parents seeming very interested," "the children are retaining DUSO's stories and messages!," and "several of the teachers have been working together on larger projects for the first time."

Fourth in-service. The fourth and final in-service included a movie on self-concept and an evaluation concerning the project, use of curriculum guides, counselor's effectiveness and her role and function, positive and negative aspects of the program, and suggestions for the next school year.

Overall, the in-services went well and were beneficial to the counselor and teachers. Looking back, the role and function of the school counselor should have taken place at the first in-service. The movie was helpful in explaining the counselor's role. Teachers need to thoroughly understand the concepts of developmental/preventive guidance and counseling and the specific role and function of the school counselor working in their school before a program can be effectively initiated.

Working With Teachers

One of the most critical aspects of initiating a guidance program in an elementary school is the development of a working relationship between counselor and teachers.

As this counselor began working in the school, the different personalities of individuals began to emerge. First of all, there were those teachers who were totally for guidance and believed in it; then there were the middle-of-the-roaders who went along with guidance because they have to do what the system is trying; and then there were the resistors, those who did not want any part of the counselor or the program.

Of course, teachers who readily accept guidance were easiest to work with. The other two types proved to be more difficult. The best way we found to work with these persons was to use tact, caution and patience.

Teachers were made aware that the school counselor knew of their feelings about the counselor and the project and that the counselor felt guidance and counseling was important for their students. Teachers were encouraged to initiate ideas and classroom activities, have the counselor help them plan out lessons, preview and use materials, and work with their classes as co-leaders in activities. This was a very slow process. The counselor also tried to get to know teachers personally, as individuals, and not just as teachers. One of the most important things going was patience — allowing teachers to get interested and to try things, on their own, without being pushy.

Summary

The success of this guidance and counseling program — Elementary School Developmental Guidance: A Curriculum For Every Child — and its continued success in the next few years depends on developing a real understanding of its basic concepts, its developmental nature, the processing skills needed, ownership of responsibility, fusion, and dealing with the whole person. The entire staff — administrators, counselors, and teachers — need to have processed the concepts and integrated them in their own individual expressions of their profession as educators, assisting all students to grow to their fullest potential as persons.

We must all nurture one another so we can give and share with all our students the something special we are as a person.

The 50 Percent Expectancy Formula in Determination of Eligibility for Learning Disability Services — A Critical Look

Stephen G. Barone

The Wisconsin Department of Public Instruction (WDPI) continues to use an expectancy formula to determine a child's eligibility for placement in a learning disabilities (LD) program. The formula, which has been abandoned at the Federal level as a guideline of Public Law 94-142, is an adaptation of a reading expectancy equation suggested by Bond and Tinker (1967): To solve for N, where N is defined as a child's "significant discrepancy", the IQ is divided by 100, multiplied by the number of years the child has been in school, and then multiplied by .5.

$$N = [(IQ \div 100) \times (\text{years in school})] \times .5$$

When N is 50 percent below what the child's chronological placement should be, eligibility for LD services has been determined. For the purposes of this article, children are assumed to be just starting their grade. Also, kindergarten is counted to eliminate the + 1 constant that appears within the formula for WDPI's Division for Handicapped Children (DHC) proposed rules of December 1976. Thus, children with lower IQs and, assumingly, less intelligence, must necessarily score at lower levels on tests of academic achievement to be considered eligible for LD services than do children with higher IQs.

It is more or less acknowledged that this policy found its way into WDPI guidelines as part of a laudable effort to insure that only the most "severe" LD children are served and to curtail the number of children being inappropriately placed in LD programs. It is an unfortunate and hitherto unmentioned fact that the expectancy formula also:

- assumes certain mundane notions about IQs and what they measure
- eradicates the most useful feature of the IQ — its predictive validity
- places too much importance upon the IQ itself, void of the statistical concerns that are germane to such measures
- incorporates false assumptions about the nature of grade levels and grade level scores
- creates a situation where examiners are forced to depend on individual tests of achievement (when such tests are noted for poor reliability and validity)
- forces examiners who feel that a given child is truly LD to select tests that will "fill out" the formula
- categorically insulates from services children whose parents work with their LD progeny to minimize academic deficits
- muddles the difference between strictly remedial and LD children
- reduces the level of diagnosis to a mere screening procedure

The IQ Myth Revisited

Central to the whole concept of the expectancy formula is the notion that an IQ is actually a *ratio* scale and that such tests actually *measure* intelligence. Both are tenuous assumptions, and perhaps not founded in fact.

It is true that the original concept of an IQ was that of a *ratio* scale. This idea has been abandoned, however, as reflected in the fact that the authors of the Stanford Binet Scale of Intelligence replaced the ratio scale with norm referenced deviation IQs (Sattler, 1974, p. 104). The reason for this was clear. It is not the case that a child with an IQ of 100 is *twice* as intelligent as one with an IQ of 50, nor does a child with an IQ of 75 have 50 percent more intelligence than a

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child with an IQ of 50. Actually, the IQ is an *interval* scale, definitions for which exist in juxtaposition of the ratio scale in most basic books of statistics.

It is precisely this misconception of the IQ as a ratio scale on which the expectancy formula depends most heavily. Given the formula, a beginning sixth grader with an IQ of 100 is assumed to have "all his intelligence." To show a fifty percent achievement discrepancy and be eligible for LD programming, the child needs to score at or below the third grade level on a test of academic achievement [(1.00 X 6) ÷ 2 = 3.00]. Another beginning sixth grader, with exactly the same diagnostic profile but with an average IQ of 85, is assumed to have "15 percent less" intelligence than a child with an IQ of 100. This child must score at a point that is 15 percent below the third grade level to receive the same services [(.85 X 6) ÷ 2 = 2.55].

Related to the misconception of the IQ as a ratio rather than an interval scale is the assumption that an IQ test actually *measures* intelligence let alone quantifies it with proportional accuracy. Scores on IQ measures are best conceived as measures of *prediction* rather than actual measures of one's intellectual ability or capacity (Sattler, 1974, p. 306). Probably the only statement that can be made with some degree of statistical integrity regarding IQs is that the higher a child's score on an IQ test, the more justified we are in *guessing* that he or she may survive in a formal learning situation without intervention; be that intervention purely remedial or that usually associated with the LD classroom. Thus, IQs are most useful for their high rate of *predictive validity*. Yet, it is exactly this feature of the IQ that is eradicated within the expectancy formula.

Children with "average intelligence" have IQs that range from 85 to 115. However, research shows that within a given population, children who score closer to 115 have much better success within a population than do children with IQs closer to 85. Yet, it is this very predictive quality of the IQ — perhaps its only quality — that is voided from the diagnostic process by the expectancy formula. For instance, a child with an IQ of 115 beginning the sixth grade would need to score at or below the 3.45 grade level to receive LD services [(1.15 X 6) ÷ 2 = 3.45]. Another child with an IQ of 85, and thereby showing significantly less evidence of being able to survive unassisted in the regular classroom, must function at or below the 2.55 grade level [(.85 X 6) ÷ 2 = 2.55], almost a full academic year lower, before being eligible for services. Thus, the formula results in a situation such that children who show the least prognosis for academic success have equally dismal chances for receiving any help. Further, of those referred for diagnosis, children with the highest probabilities of academic success have equally higher chances for receiving what could well be unnecessary LD programming.

Reviewing Grade Level Scores

Another questionable feature of the expectancy formula is some of the assumtions built into it regarding grade levels and individual tests of achievement.

The variable N solved for in the expectancy formula is a grade level score, and the test to be put to that result is whether it occurs at or below a point that is 50 percent below what the child's chronological placement should be (years in school). All of this is done within the assumption that there are equal increments that exist between the third and fourth grades, fourth and fifth grades, fifth and sixth grades, all the way to the twelfth grade. However, few educators would seriously suggest that a child in the third grade, in some sense, knows half as much as a child in the sixth grade, or that a child in the twelfth grade knows twice as much as one in the sixth. Yet this appears to be precisely the assumption built into the discrepancy formula, it being a simple linear equation.

Related to the problems regarding grade levels are the relatively unreliable methods available for arriving at a grade level score for a particular child. While many children referred for educational evaluation have reading problems, there seldom exists for any one of them a valid score on one of the more popular group achievement tests (e.g., Iowa Test of Basic Skills, Stanford Achievement Tests, Metropolitan Achievement Tests). This is because such tests are reading loaded and therefore do not yield valid scores for the reading disabled child. Thus, diagnosticians needing to arrive at a grade level score for a given child must resort to the administration of an individual achievement test, most often the Wide Range Achievement Test (WRAT) or the Peabody Individual Achievement Test (PIAT).

Neither measure does a very impressive job of quantifying achievement, at least not with the statistical rigor that the expectancy formula would suggest should be available.

Outside of the PIAT and WRAT, there exist few, if any, wide ranged measures of individual achievement. An alternative is an individual administration of one of the more popular group measures, but this is time consuming and such tests were not normed for individual administrations. Further, group measures are highly reading loaded and, as has been indicated, the population referred for LD diagnosis most often has reading as one of its major deficiencies. Other choices would be such measures as the Key Math or the Basic Educational Skills Inventory. However, the former, besides being a measure of only mathematics, is characterized by many of the same construct validity problems as the PIAT and WRAT, while the latter has no norms at all.

It is an interesting sidelight to the concerns listed here about grade levels and their measurement that the most reliable predictor of future performance in the classroom is past performance. Such performance is best reflected, and consequently predicted, by grades, a fact ignored in the discrepancy formula and the policy which surrounds it.

What Price Placement?

Many persons who deal with children on a day-to-day basis for the purpose of diagnosing learning disabilities would suggest that the erratic results of achievement testing—typical of the LD suspected child — make such tests next to useless for the diagnostic process; if not actually inappropriate. This is not to suggest that such tests should not be administered. It should be realized, however, that the validity of an administration of a particular test for a particular child is best assessed by the examiner, and it is the examiner who should ultimately decide what weight the scores should carry in the diagnostic decision. Examiners who can present evidence that a child is actually LD now find themselves in the unenviable position of searching for tests that yield scores "low enough" to effect placement. There is no attempt being made here to condone or condemn such a practice; instead, it is being pointed out that such arbitrary criteria foster a situation where examiners feel almost duty bound to manipulate test scores by selecting tests for their tendency to underestimate achievement.

A case in point is the situation of a fifth grader who was referred to this writer for educational evaluation. Jim's — a pseudonym — parents place a great deal of importance on schoolwork. Jim does not do well in school, despite his best efforts. His parents work with him up to three hours per night (perhaps a mistake) to make sure that he "keeps up." The diagnostic profile for Jim is somewhat of a classic. His verbal scores, which occur in the average to high average range, exceed his performance abilities by 45 IQ points. His achievement, as reflected by grades, is extremely depressed. His reading skills are about that of beginning third grader, but he cannot seem to utilize them consistently. Tests for visual motor abilities suggest delays. PIAT results are highly scattered with highest scores occurring on auditory loaded subtests. Even at age ten, Jim still experiences some reversals. However, on both the WRAT and the PIAT, as well as the Key Math and the Spache Diagnostic Scales of reading, Jim does not show a 50 percent discrepancy. Thus, he is not eligible for LD services because his achievement is not depressed by 50 percent. Nor will it ever be, because Jim's parents care about him too much and dedicate much time to try as best they can to keep him at pace with his fifth grade peers.

Is There a Difference Between the LD and the Strictly Remedial Child?

One of the reasons for the adoption of the expectancy formula and the 50 percent policy is to reduce the number of children being inappropriately serviced in LD programs at a given time. It is interesting, however, how the opposite philosophy seems to prevail when special educators, armed with "the formula," view each case as an equation. Children are now placed, in many instances, in LD programs for no other reason than their ability to display a 50 percent achievement discrepancy. This would seem to muddle the dichotomy between LD and remedial students, neither of which is supposed to receive appropriate educational services exclusively in programs for the other. Perhaps there are no differences between LD and remedial students, but this does not seem to be the official position taken by the

WDPI. While guidelines are such that LD children may receive Title I remedial services, such services may *not* serve as the LD child's total program. Thus it seems that the assertion is being made, at least tacitly, that there *is* a difference between an LD and a remedial child, and that one is not appropriately served in a program for the other. It would follow, then, that part of the job of the Multi-disciplinary Team would be to uncover that difference for the particular child.

At a December 1977 in-service meeting in Cooperative Education Services Agency #14, a WDPI representative stated that one of the main jobs of the LD diagnostician is to determine whether or not the disability is "within the child," rather than "motivational, behavioral or environmental." This, of course, is a rephrasing of the issue of "organicity" versus "environment," and is, as well, the only real difference that was identified between LD and remedial children, with the notable exception of the 50 percent discrepancy. However, "organicity" is a diagnostic issue that most special educators steer clear of, if not for the fact that it is difficult to diagnose and document, then because it is viewed as irrelevant to the teaching task. But even given this apparent inconsistency, it seems the "organicity" issue should not be brought to fore as a major diagnostic concern on one hand, while the WDPI is asking that the diagnostician use as the basis for the placement decision a formula designed to have no sensitivity to such diagnostic concerns.

Why Not Trust The Local Diagnostician?

One can appreciate the fiscal need to limit the amount of children who are serviced in a given exceptional educational needs (EEN) program. It is difficult, however, to imagine how such a formula could be applied which fails to take into account the diversity found across the state in children or educational resources. The formula does not seem to be in the spirit of either Chapter 115 or Public Law 94-142, both of which dictate that educators pay close attention to *individual differences.*

Patterns of scoring on standardized tests vary dramatically among regions, cultural groups, sexes, and ages. For instance, young male children, as a population, are going to perform quite differently on verbally loaded tests, such as the Wechsler scales, than will young female children; urban vs. rural children, etc. The idea of simply plugging their scores on the same test into a common formula is at best a poor practice to use as a major part of educational diagnosis.

It is true that there are limited fiscal resources available for EEN programming. Likewise, it seems that LD children should be served on a priority basis according to the severity of their respective EENs. However, the ultimate decision about who should be served as LD and who should not is best left to the local diagnostician and Multi-disciplinary Team, who have a much clearer understanding of the diagnostic significance of a certain score for a member of a given population. The idea that a single, statewide formula can determine who can best be served in the various communities of the state is not good policy, educational theory, and indefensible diagnostic procedure. It would be much more appropriate to simply inform local professional staff (directors of special education teachers, school psychologists, Multi-disciplinary Team coordinators, special education teachers, school counselors, principals, and others) of existing fiscal constraints and how these translate into numbers of LD children who may be served. The business of deciding who would best be served should be left to the professionals who are in a position to make the difficult and complex decisions required to identify and program children with learning disabilities.

Enhancing Self-Concept Through Student Media Production

Kim Koeck and Mary Roenneburg

Johnson Creek Elementary School received ESEA Title IV-C funding for a special project during 1977-78 in which students having inadequate self-concepts became involved in media production activities. The project was recently completed. Activities involved student production of transparencies, audio recordings, slide-tape and video tape productions. Test results show that students involved in the project showed enhancement of both self-concept and academic achievement.

The Project

During the school year 1977-1978, Johnson Creek Elementary School conducted a special project funded under the Elementary and Secondary Education Act, Title IV, Part C (P. L. 93-380). Assistance was also provided by the Wisconsin Department of Public Instruction. The project was designed to help enhance students' self-concept through involvement in media production. It was also hoped that students' academic achievement and peer status would be improved through participation in the project.

In September 1976, the Piers-Harris self-concept scale was administered to students in grades 3-6 in Johnson Creek Elementary School. Results of this administration showed that 30% of the students had inadequate self-concepts. Further investigation revealed that students identified as having inadequate self-concepts were also considered by teachers to be underachievers and often showed poor peer relations. Studies have shown that lack of self-concept can affect a child's academic achievement and degree of success in school. The authors submitted a proposal under ESEA Title IV-C designed to meet the needs of children with low self-concepts in their school.

Design of a student media production program was based on the belief that students should be allowed to take part in their own learning process. Students chosen for the project would be given more individual attention and have an opportunity to participate in new and exciting activities. Students would be instructed in the use of various audio-visual equipment and in production techniques. Each student was expected to develop original ideas to be produced by various types of media. Production involved four areas: transparencies, audio recordings, slide-tape and video tape production. The authors worked during the summer of 1977 to develop an instructional plan and produce sample media.

In September 1977, the Primary Self-Concept Inventory pre-test was administered to all students in grades 3-6. This is a visual test with male and female versions that require a student to identify a character like himself or herself in various situations. Forty-eight students with the lowest self-concepts (twelve from each grade) were chosen to participate in the project. Parental permission was required for involvement. The project was divided into two identical semester-long sessions, with twenty-four students per session. The authors were the instructors. Students were asked to give up part of their noon recess for project activities. Emphasis was placed on producing material that could be used as part of the school's instructional program. Completed student projects were presented to other students for evaluation. During the first semester the first three phases of activities were successfully completed; there was not sufficient time to complete the video tape unit.

Results

At the end of each semester's session, the Primary Self-Concept Inventory was administered

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as a post-test. Pre and post student academic achievement was based on first and second quarter grades given by teachers (for the first group) and first and fourth quarter grades (for the second group). Student peer status was analyzed by using a sociogram. Results of this technique were inconclusive. For the first semester group, sixty-five per cent of the participating students showed an enhancement of self-concept, with an identical percentage showing an increase in academics. For the second semester group, seventy per cent showed an increase in self-concept level, with thirty-five per cent increasing their academic standing. Second semester students who showed a decline in academics had only a one or two point decline out of a possible twenty-five point total.

Self-Concept Scores		*Academic*	
1st semester	2nd semester	1st semester	2nd semester
65% increase	70% increase	65% increase	35% increase
13% no change	12% no change	17% no change	30% no change
22% decline	18% decline	18% decline	35% decline

Comments and Conclusion

Probably the most successful phase of the project was student production of slide-tape presentations. Subjects covered included bus safety, playground rules, lunchroom rules, kindergarten activities, the early childhood program, the humane society and farm operation. Slides taken by students of the early childhood program were used for a slide program developed by the early childhood teacher. This program is being used to inform parents and other educators about the early childhood program in the school district. The kindergarten slide-tape program was used as an information tool at kindergarten screening. All materials produced by students are kept in the IMC and available for future use in the school.

Faculty members have shown favorable response to the special project. One teacher became enthused enough to develop a slide-tape presentation with her regular class. Students involved in this project served as "experts" to help other students who became involved in media production. Many students began making transparencies for reports. Reading classes used audio recording techniques, including sound effects, to record plays. The special project has brought increased opportunities for students and teachers alike to express themselves in a variety of media. Project students have exhibited pride in their accomplishments, showing friends and taking projects home. These students have begun to show leadership and initiative in learning processes. Overall, we feel the school has benefited greatly from this special undertaking.

DPI Policy Paper on School Instruction About Human Sexuality as Part of Total Growth and Development

The Wisconsin Department of Public Instruction position is that the *primary responsibility* for education about human sexuality as one area of total growth and development *rests with the parents, guardians* or other persons responsible for minor aged children. The school can serve to supplement and complement those standards and programs established at home and within the community.

The decision as to whether or not an instructional program about human sexuality is to be introduced into the schools *is a matter for determination at the district level by the local school board, the duly elected representatives of the people of the community.* If such a program is to be considered by a local district, it should be assured that:

(a) Parents who want the school to provide instructional programs about human sexuality must provide continuous and visible support for such programs.
(b) Student participation in instruction about human sexuality should be voluntary and subject to parental consent.
(c) Local school boards must seek community support from parents, guardians and other interested citizens to define the role the community's schools will play in providing instruction about human sexuality.
(d) Major school emphasis in programs in this area should be to assist parents and other legal guardians in the home by giving youth the opportunity to understand and appreciate the value of the American home and family.

(Continued on page 96)

Of Methods and Mantras: A Review of the Work of Jack Canfield

Katherine M. Grogan

If you were attending a workshop for educators and walked into a room full of people chanting mantras, would you wonder if you had walked into the wrong room? If you participated in exercises on strength bombardment, deep breathing, and touching, would you think that it was entertaining but irrelevant to the classroom? If you answered "yes" to both questions, then you are not familiar with the work of Jack Canfield, who presented his ideas and techniques at a Title VII workshop for Milwaukee Public Schools personnel called, "Teaching People to Love Themselves."

> If I were to search for the central core of difficulty in people as I have come to know them, it is that in the great majority of cases they despise themselves, regarding themselves as worthless and unlovable (Carl Rogers).

This above quote is used by Canfield to point out a need which educators have not filled. In an article entitled, "Education in the New Age," (Canfield and Klimek, 1978) it is noted that one of the most important tasks of personality development is "learning to love oneself, to accept all the parts and subpersonalities, all of one's feelings, images, thoughts, and sensations." This dictum is part of Canfield's philosophy called, "New Age Education," in *100 Ways to Improve Self-Concept in the Classroom* (Canfield and Wells, 1976), which contains a variety of methods for helping students learn to love themselves. An introduction to Canfield's educational philosophy and technique is presented in this article.

Assagioli — The Theory of Psychosynthesis

The New Age Education model is derived primarily from the work of Robeto Assagioli, who developed the theory of human development and integration known as "psychosynthesis." According to Assagioli (1971), people possess several psychological functions (physical/sensory, emotional, intellectual, imaginative, and intuitive). Though these functions often seem to have conflicting needs, they are harmonized by a center known as the "personal self" (the I). This center experiences an inner pull or yearning, which is actually guidance from what he refers to as our "higher self."

In terms of the classroom, Canfield states that there has been over-identification with one or more of these functions while other functions go undeveloped. All of these psychological functions must be developed in each student. One of the ways to answer this need is the application of "trans-personal education," which Canfield describes as the acknowledgement of one's inner and spiritual dimensions, through working with such forms as dreams, meditation, guided imagery, biofeedback, centering, mandalas, and so forth (Canfield and Klimek, 1978).

Enhancing Self-Concept

A collection of approaches for facilitating integration of the personality have been gathered in *100 Ways*. It is a source book for the many techniques currently available which help foster emotionally healthy children. The techniques are designed to enhance one's sense of identity and self-esteem and have been classroom tested at all grade levels from kingergarten through college. This particular book deals with a fundamental need of our time enhancing the identity and self-concept of people in groups and is a valuable source of ideas that will help in "the creation of learning environments that are positive, caring, supportive, and growth promoting." Canfield and Wells suggest to teachers:

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> The exercises in this book will help you build a self-enhancing classroom climate . . . They help the student become *aware* of himself in different dimensions. They indicate to him things in his life that make him proud. He sees that he surely has had some successes.

Exercises are divided into seven sections, each dealing with a particular area of self-growth—Getting Started, My Strengths, Who Am I, Accepting My Body, Where Am I Going, The Language of Self, and Relationships With Others. In "Getting Started," exercises for developing an environment of trust and support are presented so students will feel safe exploring themselves and interacting with each other.

"My Strengths" contains exercises that help students discover their strengths so they may begin to take risks and grow. The authors state that many youngsters feel that they have no strengths, which is seen as an "unfortunate manifestation of our cultural emphasis on humility." They would like to see people secure in the knowledge that they can do many things well.

Section three, "Who am I?," continues to focus on the student's self-identity and the idea that "I'm glad I'm me." All of the exercises in section four, "Accepting My Body," stress the importance of body awareness for the development and maintenance of a strong self-concept. The authors quote Alexander Lowen (1967):

> The feeling of identity stems from a feeling of contact with the body. To know who one is, an individual must be aware of what he feels. He should know the expression on his face, how he holds himself, and the way he moves. Without this awareness of bodily feeling and attitude, a person becomes split into a disembodied spirit and a disenchanged body.

Section five, "Where am I Going?" contains exercises answering the need of students to have some sense of what they want to accomplish and who they want to become. "The Language of Self" is devoted to understanding some of the ways children stop themselves from going where they want to go as a result of their language. One exercise called "the tyranny of should" deals with values we attach to that which we feel we "should" or "ought" to be. The authors state:

> Our mental health can be improved by understanding that "should" and "ought to," when applied indiscriminately to culturally induced values are, in fact, prejudical — because we believe in advance that we *should* look or behave in certain ways, and consequently we do not view each new event as a fresh experience to feel about and react to as we naturally would, but instead spend our time anxiously concerned with "shoulds" and "oughts."

The concluding section, "Relationships with Others," is devoted to helping students relate all of their emerging selves to others. Up to this point, emphasis has been placed on *self*-awareness, *self*-identity, and *self*-esteem. Particular attention is paid here to family and friends because it is these two groups that are especially influential to our developing selves. In this section activities help the pupil expand his other repertoire of skills in building and enhancing relationships with peers.

The authors state their conviction that the book has a prominent place in the teachers, administrators, and other group leaders repertoire. Before proceeding to try out these ideas, however, one needs to heed the warning given by Vasconellos in the preface:

> Finally though, as fine as the book is, it can only be a tool. It's use depends on you — and you can't give what you haven't got. How you utilize these methods will depend upon your own self-esteem. Only if you are truly into your own being, possess and value yourself, feel comfortable with and good about yourself, believe in and live your right to be yourself — will you truly enhance self-esteem in those young human beings whose self-esteem, whose lives, are touched by you.

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STAFF NEWS, ET CETERA

DORIS COOK JOINS PUPIL SERVICES STAFF

The newest member of the WDPI's Pupil Services Staff is Ms. Doris M. Cook. Cook has assumed the newly established position of Supervisor for Human Growth and Development Programs. She has been a member of the Department since 1968 working as a Supervisor in the ESEA, Titles I and III programs. Doris holds a B.S. in Early Childhood Education from the University of Wisconsin, Platteville and an M.S. in Curriculum and Supervision from the UW, Madison. Doris has extensive experience in assisting local school districts and CESAs in program development and innovative approaches to problem solving. We are pleased to welcome her to the Pupil Services team.

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BILL ERPENBACH APPOINTED TO NATIONAL ACCREDITATION COMMITTEE

Bill Erpenbach, WDPI Supervisor for Counseling and Guidance, has been appointed to the Association for Counselor Education and Supervision's Committee on Accreditation. He will represent the North Central ACES region on the committee and have other responsibilities with the national committee. The committee is responsible for establishing and implementing a national program of counselor education program review and accreditation including the training of accreditation teams. Erpenbach has had extensive experience in development of counselor education standards and accreditation. He also served on the national committee which developed the current "Standards for the Preparation of Counselors and Other Personnel Services Specialists."

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DAVIS APPOINTED TO NATIONAL COMMITTEE

Lorraine Davis has recently been appointed to serve a 3-year term on The National Association of Social Workers' Committee on Social Work Services in the Schools.

This committee is responsible for recommending policies, developing programs and maintaining and improving relationships pertaining to NASW's services to school social workers. Lorraine has also served in several other key national and regional leadership roles in the school social work profession; most recently as President of the Midwest School Social Work Council. The text, *Child Abuse and Neglect: A School Community Resource Book*, developed under Lorraine's leadership has also been listed recently in the ERIC Clearinghouse on Handicapped and Gifted Children's document files.

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PENNINGTON PROVIDES LEADERSHIP IN SCHOOL PSYCHOLOGY

Leonard W. Pennington, Supervisor of School Psychological Services, was recently elected Regional Director for the North Central Region of the National Association of School Psychologists for fiscal years 1979 and 1980. The North Central Region includes Ohio, Michigan, Indiana, Illinois, and Wisconsin. NASP President, Ann Engin, also appointed Len the NASP representative on the Coordinating Board of the National Council for Accreditation of Teacher Education (NCATE) until 1980.

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SCHOOL SOCIAL WORK BROCHURE AVAILABLE

A unique brochure describing the role and function of the school social worker has been published by the Midwest School Social Work Council. The brochure is attractively formated and is designed to serve as a communications devise with numerous publics. Included are answers to such questions as: "What training and qualifications do school social workers have?" "Which pupils require school social work services?" "Can the school social worker change things?" and "What do school social workers believe?" Copies of the brochure are available through Mrs. I. Lorraine Davis, WDPI Supervisor for School Social Work Services.

Check Your Calendar

February 8, 1979	**28th Annual Guidance Conference** University of Wisconsin-Stout Menomonie
February 22-23	**Annual Conference** WDPI/Council of Administrators of Pupil Service Midway Motor Lodge Janesville
March 1-2	**Annual Conference** Wisconsin School Counselor Association Holiday Inn/Holidome Stevens Point
March 22-23	**Annual Group Guidance Conference** University of Wisconsin, Oshkosh
April 2-5	**Annual Convention** American Personnel and Guidance Association Las Vegas, NV
April 5-7	**Convention** Wisconsin School Psychologists Association Pioneer Inn Oshkosh
June 24-27	**Annual National Elementary Guidance Conference** Richmond, VA
September 27-29	**Midwest School Social Work Conference** Hyatt House Hotel Hilton Inn Des Moines, IA
October 3-5	**Annual Conference** North Central Association for Counselor Education and Supervision The Abbey Lake Geneva
October 25-26	**Annual Conference** Wisconsin Federation of Pupil Service Telemark Lodge Cable

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NATIONAL CAREER GUIDANCE WEEK

November 5-11
1978

synergistic career guidance: skills for life

NATIONAL CAREER GUIDANCE WEEK is set aside each year to inform the public of career guidance services, how these services help youth, as well as adults, to make sound career choices, where counseling and career guidance may be obtained, and why the further development of these services needs public understanding and support.

THEME: "Synergistic Career Guidance: Skills for Life" emphasizes that many of the decisions which affect our careers tomorrow are, in fact, made today. Planning and establishing a career in our rapidly changing society can be a complicated matter. Today, more so than at any previous time in our history, people of all ages need the assistance of professional counselors, for work and leisure.

SPONSORS: National Career Guidance Week is sponsored by the National Vocational Guidance Association — a division of the American Personnel and Guidance Association — and its local branches throughout the nation.

NVGA is a professional association founded in 1913 concerned with educational and vocational guidance and with career development. Its more than 10,000 members include counselors in public and private schools, colleges, government agencies, voluntary agencies, business and industry, and private counseling centers.

NEED: The future in regard to career planning often appears bewildering. Experts have identified more than 20,000 different occupations. Transportation, communication, and all other facets of our daily living are changing rapidly. So is the work which will have to be done. The need for career guidance pervades our population. It is required by the *small child* who looks at the world of work through distant, but inquisitive eyes. It is necessary for the *adolescent* attempting to explore educational and vocational options. It has a specific purpose for the *young adult* faced with the decision of selecting a training program or specific occupation. Finally, career guidance services are vital to the *adult* faced with career change and retirement options.

NVGA CONTACT: The national coordinator of NCG Week is Anita Sklare-Lancaster, 14949 Manor Ridge Drive, Chesterfield, Missouri 63017.

DPI Policy Paper *(Continued from page 90)*

The State Superintendent of Public Instruction believes that school districts should make every effort to assure that this program is designed to strengthen the family unit. Thus, a program in growth and development which includes the area of human sexuality should emphasize the need for positive interpersonal relationships within the family, generating an atmosphere in which adults recognize and assume their responsibilities for rearing youngsters.

The DPI will continue its commitment to the belief that *the home has the primary responsibility for education about human sexuality* and if a part of that responsibility is to rest with the schools, such programs must:

(a) be supported by parents and other citizens,
(b) be voluntary, and
(c) be determined at the local district level.

Resource Material

STOPOUT! WORKING WAYS TO LEARN. Described in this unique directory are how, when, and where to Stopout. By careful planning, both students and their families end up feeling better about Stopingout (Stopouts are students who leave school to work, travel, study, goof-off, volunteer, or explore in a great variety of ways.) because it becomes an important part of their personal development. By knowing how to Stopout, students stand a much better chance of stopping back in — without hassle or loss of credit. The first book ever written on this important aspect of American higher education, *STOPOUT* provides information on nonschool things which make later schooling and life planning more effective. It describes 138 government, nonprofit organization, and church-sponsored programs through which students can intern or volunteer for a semester or a year. All of them are working programs, which offer a stipend or chance for college credit. The book is published by the Garrett Park Press, Garrett Park, Maryland 20766. Prepaid price is $7.95, billed price is $8.95.

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Resource Material

MINORITIES IN ENGINEERING. The National Research Council has published a list of audio-visual and written materials designed to stimulate and inform minority students about engineering as an area option. Listed are more than 50 films, video tapes, filmstrips, slide/tapes, and booklets that can be used by all students, teachers, and counselors to investigate careers in engineering. The list includes a description of each item and cost, if any. Write the Committee on Minorities in Engineering, National Research Council, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.

PREPARATION FOR COLLEGE MATHEMATICS. The Mathematical Association of America and the National Council of Teachers of Mathematics have published a brochure entitled, "Recommendations for the Preparation of High School Students for College Mathematics Courses." A useful guide for teachers, counselors and students, the brochure highlights secondary school mathematics coursework and topics students should be familar with if they plan on pursuing college courses in calculus (or calculus and analytic geometry), probability and statistics, finite mathematics, and higher level mathematics courses. This publication also contains ten recommendations pertaining to the teaching and learning of mathematics. Copies in limited quantity may be requested from the Mathematical Association of America, 1225 Connecticut Avenue, N.W., Washington, D.C. 20036 or the National Council of Teachers of Mathematics, 1906 Association Drive, Reston, VA 22091.

INCREASING GUIDANCE EFFECTIVENESS THROUGH SCHOOL-COMMUNITY COOPERATION. The premise of this publication is that rural schools, because of staff, funding, and isolation restrictions often view the availability of cooperative linkages with business, industry, and labor as limited because there is neither a wide variety of these organizations nor many systematic procedures for cooperation available in rural communities. The Cooperative Rural Career Guidance Systems is an attempt to provide both systematic procedures and means of involving business, industry, and labor in the local community for use by rural educators. The publication is available at $25.50 from the National Center for Research in Vocational Education, The Ohio State University, 1960 Kenny Road, Columbus, Ohio 43210.

ALLIED HEALTH EDUCATION DIRECTORY. The 7th Edition is a comprehensive source of information on 25 allied health careers and 2800 educational programs accredited by the Committee on Allied Health Education and Accreditation. A description of each career area includes educational and certification requirements. This is followed by an alphabetical listing by state and city of educational programs. Each listing offers data concerning entrance requirements, student capacity, tuition, scholarships available, length of program, dates classes start, stipend, degree or certificate awarded, and names of program director and educational coordinator. Copies of this 500-page edition are available for $10.00 (quantity discount available) from the American Medical Association, P.O. Box 821, Monroe, Wisconsin 53566.

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GUIDELINES FOR AUTHORS

Invited for publication in *Guidelines for Pupil Services* are manuscripts directed to the common interests of pupil services workers in schools. Especially welcome is stimulating writing dealing with (1) discussions of current professional issues; (2) descriptions of new techniques or innovative practices and programs; and (3) research reports of unusual significance to practitioners. Dialogues, poems, and brief descriptions of new practices and programs will also be considered.

Manuscript Preparation

Manuscripts to be considered for publication in any issue of *Guidelines for Pupil Services* should:

- be submitted in duplicate (original and one clear copy).
- be typewritten, double-spaced. All references, footnotes, and direct quotations should be checked carefully for accuracy.
- include a capsule statement of 100 words or less. The statement should express the central idea of the article in nontechnical language and should engage the reader's interest. Use an informal style.
- follow the Publication Manual of the American Psychological Association for style of references and footnotes. The manual may be purchased from APA, 1200 - 17th Street, N.W., Washington, D.C. 20036.
- be accompanied by a complete identification of all authors. Be sure to include title and position, as well as present location.

be well-organized and concise so that the development of ideas is logical and the implications for practice are clear. Do not submit a manuscript that is under consideration by another periodical.

Types of Manuscripts

Articles. Manuscripts should not exceed 3,500 words (approximately 15 pages of typewritten copy, double-spaced) and preferably less.

Field Practices. Manuscripts should be kept under 2,500 words. They should briefly report on or describe new practices, programs and techniques.

Dialogues. Dialogues should take the form of verbatim interchange among two or more people, either oral or by correspondence. Photographs of participants are requested when a dialogue is submitted. Dialogues should be approximately the same length as articles.

Poems. Poems should have specific reference to or implications for the work of pupil personnel services workers.

Book Reviews. Reviews will be published for books written by those individuals concerned with and engaged in the pupil services disciplines in Wisconsin.

Manuscript Submission

Send manuscripts directly to Editor, *Guidelines for Pupil Services*, Pupil Services Section, Department of Public Instruction, Madison, Wisconsin 53702.

Our format makes it possible for us to publish photographs in issues of the journal. Do not hesitate to include any photographs that you feel are pertinent to or illustrative of your material.

Manuscripts will be acknowledged upon receipt. Following preliminary review by the editor, they will be sent to members of the editorial board. Generally two to three months may elapse between acknowledgement of receipt of a manuscript and notification concerning its disposition. Of course, additional time will elapse between acceptance of the article and its appearance in print.